Student Activities
and
Leadership Programs

Strategic Plan ~ 2009-2014
As of August 21, 2009
Table of Contents

Introduction

   Process and Timeline

   Background and History

   Current Structure of SALP

Strategic Plan

   Revised Values

   Revised Mission

   Revised Structure

   Goals and Strategies

   Key Performance Indicators

Appendix I: Agendas and Meetings Notes

Appendix II: SWOT

Appendix III: Five-Year Model

Appendix IV: Key Performance Indicators

Appendix V: Organizational Chart (as of August 2009)
Student Activities and Leadership Programs
Strategic Plan

Introduction

Process and Timeline:

The professional staff of Student Activities and Leadership Programs (SALP) developed this strategic plan with assistance from current Portland State University student leaders, students at large and other University administrative colleagues. This plan is to provide SALP with a five-year roadmap for supports, services, and organization development. The SALP Advisory Board and SALP staff will review progress quarterly and update the plan annually as needed.

The Strategic Planning Committee sessions were facilitated by Jackie Balzer, Vice Provost for Student Affairs at Portland State University. The participants of this committee were:

- Suzanne Flores, SALP Advisor
- Tana Atchley, SALP Advisor
- Marie Schramke, SALP Advisor
- Aimee Shattuck, SALP Director
- Sean Rains, SFC Taskforce Member
- Natalie Ullman, SALP 08-09 Peer Advisor
- Dalton Higginbottom, SFC Taskforce & SALP Advisory Board Member
- Shannon Timm, SALP Advisor
- Rachel Borgman, 07-09 SALP Graduate Assistant
- Michele Toppe, Interim Dean of Students
- Tanja Miljevic, SFC and SFC Taskforce Member
- Schuyler Asman, 09-10 SALP Graduate Assistant
- Caryll Day, SALP 09-10 Peer Advisor
- Cody Bakken, Student-at-Large
- Erica Lee-Johnson, Student Leader Representative

The listed participants then split into subgroups to review, reflect, and revise SALP’s mission statement, values, and assumptions underlying the department’s approach to its work. These subgroups set the stage for a work session of the full committee during which the organization’s strategic direction was developed and defined. The SALP staff helped to coordinate the planning process and provided important support and historical context to complete this plan.

The Strategic Planning Committee drafted a strategic plan. This draft form was posted on the SALP website for an extended period with a request for comments and feedback from the PSU community and student leaders. Member feedback was incorporated and the plan was finalized in September 2009.

The main body of this document sets out the values, mission statement, revised structure, goals and strategies, and key performance indicators resulting from the work sessions of the committee and subgroups. The Strategic Planning Committee agendas, notes, and other working documents are attached appendices.
Background and History:

Since the summer of 2007, the department of Student Activities and Leadership Programs has undergone significant improvements that sparked the need for a strategic plan to help move SALP forward with continuous growth and development at Portland State. In the 2006-2007 academic year there was much SALP staff turnover, including the Director. In July of 2007 Aimee Shattuck was asked to serve as Interim Director and was hired as Director in April of 2008. In the 2007-2008 academic year two of the four professional advisors were hired in a permanent and an interim position and the SALP Office Coordinator was hired. In 2008-09 the new Assistant Director, Accounting Assistant and Senior Accountant were hired. The current staff has worked together over the last two years and has implemented a number of important changes in response to staff and student needs including:

- **Administrative support for student organizations.** The feedback was that this tends to be tedious and confusing to students. The advisors are also frustrated because they feel like the bulk of their job is administrative in nature and not about leadership development. Furthermore, there is a noticeable difference in the type of support that student services, Greeks, and more typical student organizations need.
  - **WHAT WAS DONE:** clarified processing time by which we can guarantee to have their request processed, created instructions for all the forms, updated the forms, updated and published the policy manual, put all of this on-line, and improved the effectiveness and timeliness of the accounting team. Instrumental in the collaborating with the Student Organization Application and Recognition (SOAR) Committee to create separate types of recognition for student services, student organizations, and Greeks.
  - **NEAR FUTURE:** by Fall 2009 we will have all of our processes on-line so that a student can fill out a request and send it electronically to be approved. They will be able to see where their pending request is in the system and we will hopefully make our complex forms to be more user-friendly.

- **Leadership development.** This needs to have a more central role in our department and in our interactions with students.
  - **WHAT WAS DONE:** improved trainings, created learning outcomes for trainings and advising, created an advising syllabus, on-line orientation course created for Fall 2009, emphasis on education and leadership development being central to the student/advisor relationship.
  - **NEAR FUTURE:** developing comprehensive opportunities for students to explore leadership development (see 5 year goals for Leadership Institute).

- **Tension between students and colleagues.** There is a perception from students that SALP is paternalistic and a perception from other departments that we enable students’ poor behavior.
  - **WHAT WAS DONE:** developed internal staff trainings and staff meetings to establish consistent processes and procedures, and teambuilding among advisors and with office coordinator, front desk staff, and accounting team, established regular meetings and conversations with other departments by clarifying roles and expectations which has improved our relationships across campus. Ended mandatory training as part of the recognition process and replaced with on-line training to be done at a student’s individual pace.
  - **NEAR FUTURE:** on-line system (Fall 09) will do away with some of the paperwork enforcement by advisors by building it into the system.
• **Academic excellence.** Student leaders’ academic needs must have a more central role in what we celebrate, support, and reinforce.
  - WHAT WAS DONE: send out congratulatory letter from Director once a term for student leaders with term GPA’s of 3.5 or higher, have a requirement for Student Leader of the Year (SALPies Award) to have a PSU cumulative GPA of 3.5 or higher, research GPA trajectory of student leaders through the academic year, send students referrals for academic support if they are no longer eligible for stipends due to academics, met with EEPS, UASC, and EOP to discuss ways to support student leaders’ academic success, helped to increase the standard within the SOAR policy for eligible student leaders to have a 2.0 as an undergraduate or 3.0 as a graduate GPA every term.
  - NEAR FUTURE: plan ways to celebrate student leaders with high GPA’s, work collaboratively with student support services across campus to develop a plan for supporting student leaders’ academic success, to determine a safety net process for supporting students whose grades are falling below a 2.5 GPA.

• **SALP Advisory Board.** Our Advisory Board needs more support and attention in regards to their role, training, and responsibilities.
  - WHAT WE HAVE DONE: reestablished an Advisory Board in Summer 2007, worked with them to create bylaws and duties, held a board retreat in Summer 2008.
  - NEAR FUTURE: develop a more intensive training and retreat for the Advisory Board that focuses on team building and an overview of SALP, review with the Board whether they need more members or division into subcommittees to get responsibilities accomplished and to be more engaged with the inner-workings of the department.

Along with the new and stable staffing in SALP, the Division of Student Affairs had a rejuvenation of new leadership. Michele Toppe was appointed Interim Dean of Students in 2007 and Jackie Balzer was hired as the Vice Provost of Student Affairs in July of 2008. With this new leadership, new ideas and directions emerged. Out of these conversations plans for emerged the leadership initiatives currently supported by the Dean of Students Office moving to SALP and the development of a Portland State Programming Board that would organize traditional, all-campus events.

Other stakeholders involved in the development of a strategic plan are the student leaders of Portland State. Throughout the 2008-09 academic year there had been a great deal of pressure from the Associated Students of Portland State University (ASPSU) to make changes to the processes and professional roles of SALP. The 08-09 ASPSU President and much of the Student Fee Committee (SFC) of ASPSU had run on a slate to de-fund or change SALP based on complaints from years past. Although many of the issues were in the process of being addressed (as detailed above), the Student Fee Committee and Executive Committees of ASPSU worked hard to change SALP by putting funding for 2009-2010 academic year in designated reserve pending an investigation led by a taskforce developed by ASPSU and SFC. In February 2009, the ASPSU/SFC Taskforce created a “SALP Taskforce Report” highlighting the following findings: issues with SALP as listed above; suggesting that SALP completely change the staff model to a resource model with each professional staff having a specialty area rather than generalists working with clusters of organizations; do away with signatures on any requests for resources (such as space requests or expenditures); removal of SALP Assistant Director as SFC advisor due to conflict of interest involving SFC funding of SALP; and formation of a committee of staff and students charged with hiring and firing professional staff.
Student Activities and Leadership Programs decided to use the information and suggestions from the taskforce report, assessment data from the last two years, and the expertise of the staff and student leaders to create a viable five-year strategic plan. Jackie Balzer, Vice Provost of Student Affairs, agreed to facilitate the process. The students from the ASPSU Taskforce, the SALP Advisory Board, student leaders within the Multicultural Cluster, and students-at-large were invited to participate with SALP staff on the committee.

**Current Purpose, Mission, and Staffing**

**Purpose**
Student Activities and Leadership Programs’ current focus is recognizing, advising, and providing administrative support to student organizations. SALP has also organized Party in the Park for the past nineteen years as well as Midnight Breakfast events for the past three years.

**Mission Statement**
Student Activities and Leadership Programs supports the University mission by advocating for and supporting student engagement and fostering an inclusive environment that sustains diverse and ethical leadership.

**Staffing**
Please see Appendix.

**Strategic Plan**

**Vision:**
Student Activities and Leadership Programs aligns with the following Portland State Division of Student Affairs visions:

- **Engagement and support within the University learning community and community-at-large:** it is through learning community affiliations that students can experience a sense of belonging and receive support needed for their success. Affiliations can also provide identity anchors and serve as the impetus for practicing communication, critical thinking, leadership, and cultural competency skills.

- **Develop leadership, citizenship, and diverse and global perspectives:** as educated people, students have the responsibility to assume leadership roles when needed. Because of this responsibility, students must have opportunities to develop and refine their abilities to participate fully as leaders and citizens. Diverse relationships in the learning environment contribute to improvements in a student's ability to engage in more complex thinking and act with an appreciation of difference and social justice issues.

**Revised Mission Statement:**
Student Activities and Leadership Programs’ mission is to enrich and integrate students’ leadership and academic experiences in order to educate students to be ethical, socially just, and civically engaged leaders on campus and in their larger communities.
Revised Values:

- **Integrity**: Insuring that our actions reflect our words, especially when it comes to being active listeners, honest, accountable, and respectful.

  This is demonstrated by:
  - having conversations and encouraging critical thinking about how programming relates to a student organization's mission,
  - providing training and support for fair elections and hiring practices,
  - maintaining transparency by keeping SALP's website up-to-date, posting SALP Advisory Board and strategic planning agendas and meeting notes online, clearly linking students to the origin of various policies and,
  - implementing OrgSync, an on-line management system, so student leaders can follow the routing procedure for the forms that they submit, as well as maintain accurate records of expenses.

- **Student Centered**: Full awareness of the responsibility that SALP has to help students actualize their full potential.

  This is demonstrated by:
  - ensuring that PSU students are the driving force within student organizations by advocating for inclusion of this criterion in the SOAR policy and intervening when a faculty or staff member, community member, national affiliate organization, or anyone else, inhibits PSU students' ability to lead their own organizations,
  - protecting student privileges by offering driver training, collaboration with the development of Community Standards process, developing risk management plans, promoting critical thinking about how student fees are spent, and writing memorandums of understanding, and
  - helping student leaders navigate academics at Portland State, including explaining alternative grading options to them and working with them and their faculty advisor to ensure students' academic success.

- **Education and Growth**: Supporting students by equipping them with the skills and knowledge needed to meet the challenge of applying in-class principles to real-life situations.

  This is demonstrated by:
  - SALP trainings,
  - annual leadership conference,
  - setting a high academic standard for student leaders to achieve while providing support to help them attain and maintain the standard
  - risk management plans,
  - working with student leaders to evolve their student organizations as a result of feedback received through an evaluation process,
  - IST credit,
  - career coaching and resume building, and
  - educating the PSU community about what student leaders/organizations accomplish.

- **Community**: Intentionally creating an atmosphere that encourages students to discover and express all aspects of their identity, to make meaningful connections with others, and to have fun.
This is demonstrated by:

- SALP meet & greet programs,
- annual leadership conference,
- supporting positive interactions between student organizations and the community-at-large,
- promoting students’ understanding about where they fit into the PSU community and how they are representatives of themselves, their organizations, and the University,
- establishing a community resource center in M113 for current leaders and students-at-large who are interested in becoming more involved, engaged on campus,
- supporting collaboration between student groups and departments,
- equipping students with skills that will help them be inclusive of everyone in their organizations, for example, conflict resolution skills, and
- SALP collaborating with other departments, including WRC, Campus Recreation, BAO.

- **Continuous Improvement** - seeking and incorporating feedback and best practices.

  This is demonstrated by:
  
  - encouraging student organizations to solicit feedback and incorporate it, along with best practices, into the ways that their organizations function,
  - SALP itself modeling this behavior,
  - revisiting unsuccessful programs with student leaders and helping them,
  - improving in the future, as with the strategic plan,
  - moving training modules online, and
  - Quarterly reports
**Structure:**

Student Activities and Leadership Programs will realign into four units all working towards a common mission and each with particular set of responsibilities, staffing, and service population.

<table>
<thead>
<tr>
<th>Student Organization Advising</th>
<th>Responsibilities</th>
<th>Staffing</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To recognize and advise student organizations, student government, and Greeks, providing specialized training and orientations, and programming specific to student organizations.</td>
<td>Assistant Director, Advisors, Graduate Assistant, and Interns</td>
<td>Student organization leaders</td>
</tr>
<tr>
<td>Leadership Institute</td>
<td>To facilitate the Leadership Steering Committee, an on-campus think tank and advisory council; to provide training and support to staff working with student leaders; to provide administrative support and oversight for Leadership Credits; to coordinate and provide leadership development to students-at-large in the form of retreats, workshops, courses, and conferences.</td>
<td>Coordinator, Graduate Assistant, Interns</td>
<td>Student leaders across campus and departments</td>
</tr>
<tr>
<td>Student Service Organizations Supervision</td>
<td>To provide general management supervision to student service organizations and the PSU Programming Board, as well as administrative support for the Speakers Board.</td>
<td>Coordinator, Graduate Assistant.</td>
<td>Student service leaders and Programming Board members</td>
</tr>
<tr>
<td>Administrative</td>
<td>Central support of the Department including supervision, assessment, coordination, accounting, and administrative support.</td>
<td>Director, Office Coordinator, Accountants, Student Staff, Interns</td>
<td>SALP Staff and student leaders</td>
</tr>
</tbody>
</table>
Overall Goal 2009-2013:

The overall goals of Student Activities and Leadership Programs over the next five years are to fully actualize the mission and to increase the number and populations of students reached, as well as the opportunities for engagement. SALP will attain these goals with measured growth over the next five years. Success will be assessed using key performance indicators towards the above structure.

Goals and Strategies

1. **Student Service Organizations**: To recognize the specific support and expertise that student service organizations need to be effective, safe and well-run.
   a. 2009-10: Use the revised definitions to recognize student service organizations, to create a board of students to give recommendations for service recognition status. To provide increased training and supervision to student leaders running service organizations.
   b. 2010-11: Further refine the student service board and trainings offered. Create job description for a Coordinator of Student Services position.
   c. 2011-12: Hire a Coordinator of Student Services
   d. 2012-13: Develop internship opportunities for working with student services support.
2. **Programming Board:** To provide a mechanism for identifying, organizing, and supporting traditional, all-campus events.
   a. 2009-10: Work collaboratively with ASPSU and departments across campus to create a vision for a Programming Board. Use the current Midnight Breakfast Committee, which has support in SALP and participation and funding from the collaborating partners, to continue to do some traditional event programming.
   b. 2010-11: Further refine the Programming Board vision, including how members will be hired/elected. Create job description for a Coordinator of Student Services position.
   c. 2011-12: Hire a Coordinator of Student Services and hire/elect members of the Programming Board.
   d. 2012-13: Develop internship opportunities for working with student services support.

3. **Leadership Institute:** To increase the support for staff and faculty working with student leaders and to coordinate centralized leadership development programs.
   a. 2009-10: To take the responsibility of facilitating the Leadership Steering Committee and planning of the Leadership Conference. To work with the Leadership Steering Committee on determining their purpose and vision. Develop a position description for the Leadership Institute Coordinator position.
   b. 2010-11: Hire the Leadership Institute Coordinator. Take on the responsibility for the Leadership Credit Program, including training and supporting faculty, instructional design, and assessment.
   c. 2011-12: Develop internship program within the Leadership Institute. Explore ideas and partnerships to add more academic based opportunities (courses, practicum, etc.), emerging leader programming and a variety of leadership development opportunities (retreats, trainings, workshops, conferences).

4. **Administrative Support:** To be thoughtful in the approach to measured growth of the department in order to support retention and satisfaction of staff and student leadership.
   a. 2009-Ongoing: To continue to improve the support, training, and interactions with the SALP Advisory Board, to explore diversified funding streams, to explore needs for office space due to expansion, to continue to find ways to use resources in a responsible and wise manner, to explore the administrative support staffing needs as responsibilities of the Department increase, and to continue to focus on vision, mission, and learning outcomes as we assess our progress.
Issues to address as plan is implemented and revised:

1. The creativity and passion of student organizations is ever expanding. We also anticipate that as the student population increases and changes there will be requests for more and more organizations. The capacity of our current staff to be able to meet the requests of student organizations and student service groups will need to be addressed. Do we cap growth or activities of student organizations? Increase staff? Limit types of organizations?

2. Connected to student leaders having a great deal of creativity in the activities that they would like to take on including brewing beer, service learning in developing countries, shooting off rockets, and racing cars; SALP will need to address risk management and liability issues and research ways that we can use best practices to assure the health, safety, and privileges of student leaders.

3. An expansion of the services that SALP provides to the campus will create a need for more funding. There is a desire to look into diversifying our funding, general funds, revenue from course offerings, student fees, fundraising, and sales.

4. Future retreats will focus on developing a vision specific to SALP by expanding on the Student Affairs vision.

5. SALP currently is in need of help with creating marketing and outreach materials. This need will grow as we expand services and work to increase the quality of our programs.

6. Collaboration with key stakeholders will need to continue in order to make the additional programs viable. For example, the Programming Board is currently in the visioning stages with stakeholders from Student Government, Residence Life, Smith Memorial Student Union, University Communications, Campus Recreation, and others.

7. New staff will increase our need for more space or creativity with current space allocation.

8. In order to honor where SALP has come from, there was a request to put together a longer history of the department.

Measurement of Success - Key Performance Indicators

Student Success:
As SALP strives to enrich and integrate students’ leadership and academic experiences our ultimate goal is for them to be successful students. This will be measured using the following key performance indicators:

- Average GPA’s of participants
- Graduation rates
- Student reflection on personal growth and self-actualization
- Number of students who have developed resumes
**Engagement:**
As we work toward Portland State’s vision of having engaged students, we will measure our success in engaging students as seeing themselves an integral part of campus by:
- Number of students voting in student elections
- Diversity of student leaders running for student government (including prior leadership experience)
- Students-at-large reporting that they are familiar with engagement opportunities available
- Number of students in leadership positions on campus
- Number of students who are members of groups
- Retention of new student organizations
- Number of students who create co-curricular transcripts
- Number and diversity of attendees at Programming Board events
- Number and diversity of participants in the Leadership Institute
- Follow-up with alumni participants regarding affinity with the University

**Leadership:**
The way that SALP works to engage students with Portland State is by providing opportunities and by educating students on being ethical, socially just, and civically engaged leaders. This will be measured by:
- Rubric (pre/post) based on learning outcomes
- Self-reflection of student leaders on the learning outcomes
- Upholding Community Standards
- Number of community service hours completed
- Retention of student leaders in one year

**Program:**
In order for SALP to be successful in any of the above areas, it must also be functioning in an effective and efficient manner. This will be measured by:
- Satisfaction of services, trainings, and events
- Number of attendees at trainings and events
- CAS benchmarking
- Participation of faculty and staff in Leadership Institute programs
- Being recognized as an expert on campus and regionally in the work that we do
Appendix I: Agendas and Meetings Notes

Strategic Planning Committee
Agenda and Meeting Notes
Friday, June 5, 2009
10:30am-12pm, SMSU 405

Agenda
Introductions
Why Have a Strategic Plan?
Who is the audience? Internal and External
Key Elements: SWOT, Mission, Values, Goals, KPIs
Action Plans – Do they match the destination and timeline?
Next Steps – What Needs to be Completed?

Introduction of Attendee

Jackie Balzer, SA Vice Provost
Tana Atchley, SALP Advisor
Marie Schramke, SALP Advisor
Aimee Shattuck, SALP Director
Sean Rains, SFC Taskforce Member
Natalie Ullman, SALP Peer Advisor
Dalton Higginbottom, SFC Taskforce and SALP
Advisory Board Member
Shannon Timm, SALP Advisor
Rachel Borgman, SALP Graduate Assistant
Suzanne Flores, SALP Advisor
Michele Toppe, Interim Dean of Students
Tanja Miljevic, SFC and SFC Taskforce Member

Why Have a Strategic Plan?
- Guides assessment & accountability of the SALP plans & actions
- Establishes goals to reach towards
- Researches and makes use of best practices
- Sets a standard of consistency of where the SALP staff is heading as a group
- Maintains alignment with an evolving university
- Sets delivery and where the department is moving

Who is the audience? Internal and External?
- Those at the meeting (SALP staff, student leaders, University administration)
- Other missing stakeholders: faculty, business affairs/other University administration (ex. risk/liability manager, etc.), multicultural cluster representative, and current SFC member.

Key Elements
- Must haves: Vision, Mission, and Values
- SWOT: to be done as a committee (Aimee to provide data and information)
- Goals & KPIs
  - What are the indicators that reflect what students need and what is SALP currently doing?
  - Possible developments of leadership skills & knowledge (certificate of leadership progression).
  - Campus Needs Assessment – What does the campus need from SALP? Possible opportunities under SWOT.

Action Plans – Do they match the destination & timeline?
- Timeline implementation
  - When should it be done
    - Completed by August 21st.
    - Draft complied by Aimee by August 1st
  - Updates
• Biweekly updates to SALP staff and SFC – Aimee
• Monthly updates to SALP Advisory Board – Aimee
• Campus Community Updates as needed - Suzanne
  • Website with meeting agendas and notes
  • Vanguard communication

- Possible Events
  o Open Session

Next Steps: What Needs to be Completed
- Next meeting: within 2-3 weeks (afternoon) for next committee meeting
- Division of tasks:
  o Sub Committee A: Mission
    • Rachel, Aimee, and Tanja
    • Review of Mission to move toward alignment with University and SA Division of Thematic Vision Priorities
      • Big concepts (especially PSU’s mission and themes) and gathering people’s thoughts around what SALP does.
      • Movement from passive language to action language
      • Context of Civic Engagement
      • Infusion of current, programs, and services
    • Bring drafts of SALP Mission to next meeting (along with PSU’s mission, SA themes, etc.)
  o Sub Committee B: Values
    • Suzanne to organize meeting with SALP staff, Dalton, and Sean
    • Review of SALP Values to move toward alignment with University and SA
  o Sub Committee C: SWOT
    • All
    • Aimee and Shannon to bring data and information to next meeting
**Strategic Planning Committee**
**Agenda and Meeting Notes**
**Wednesday, July 08, 2009**
**1-5pm, SMSU 258**

**Attendees:**
Jackie Balzer, SA Vice Provost
Aimee Shattuck, SALP Director
Schuyler Asman, SALP Grad Assist.
Caryll Day, SALP Peer Advisor
Tana Atchley, SALP Advisor
Domanic Thomas, SALP Assist. Director
Sean Rains, SFC Taskforce Member
Cody Bakken, Student
Shannon Timm, SALP Advisor
Marie Schramke, SALP Advisor
Suzanne Flores, SALP Advisor
Erica Lee-Johnson, Student Rep.

**Meeting agenda**
- Review of past meeting and notes
- Moments of ah-has
- Review and comments to Mission
- Review and comments to Values
- SALP SWOT
- SALP Down the Road – 5 Years from now and Key performance indicators

**Review of the past meeting and notes:**
- 1st meeting: setting the context and where we want/need to go and committee member responsibilities delegated
- Jackie and Aimee meeting: tackling the next phase and where to go next
- Confirmed note-taker Suzanne (with delegation possibilities)
- Multicultural Cluster Reps – Bao to take on a distance role (checking in and responding by email). Erica agreed and would be attending.

**Ah –ha moments about group work**
- Values: Struggled without knowing the mission
  - Since Values are unknown the subgroup worked to discover what we do on a daily basis and where we want to go
- Mission: worked on with Rachel and followed up with Tanja
  - Sent out to all committee members and other stakeholders

**Mission**
Focused on advocating, supporting, and creating – intentionally action-related

**General Notes:**
- Use specific order of action words to highlight the order of where SALP could go
- Unpack and make less dense – Currently heavy and not clear
- Where are we going? Does this Mission clearly articulate that?
- Mission vis-à-vis the vision of SA and what we do regarding learning outcomes, cores, etc.
- Do we need all three – ”increase, enhance, and integrate”?
  - Can seem redundant
  - Less dense with just two words
- Do we need “leadership and academic experiences”??
  - May be using “engagement” to clarify the experience so that it doesn’t seem separated
  - “Engagement” does reflect increasing the quality of SALP
  - Worried about taking out “leadership” or “academic” because we may miss a key constituency
  - Bigger picture – support the University’s mission ..... “engagement”
    - Having “engagement” in context of the Mission
    - Promoting and enhancing and developing student leaders and not just “engagement in” Conveys the sense of not just showing up
    - Is this board enough that it will be seamless when we continue the conversation and add in as SALP develops
  - Like to keep educational component – empower students through education
    - Ethically oriented in trainings, feedback, etc.
- Context statement in SALP supporting University mission and aspirations of engagement
- Resonate the action-oriented verbiage
  o Trim action words but keep the spirit
  o Bring in education
- Our mission is to enrich and integrate students’ leadership and academic experiences in order to educate students to be ethical, socially just, and civically engaged leaders on campus and in their larger communities.
  o How does this integrate the leadership and academics so that they are supporting one another – theory into practice?
  o Preparing someone intellectually and practically
  o Teaching and educating students on acquiring these skills and how to translate this into their work as a professional, etc.
  o How connected to SLS and CBL (community based learning)?
  o Are there ways for students to double dip the out-of-classroom learning with practical skills and lessons?
  o Connecting students to other schools and departments
  o How to enfold community?
- What does SALP do? Moving to key performance indicators
  - To what degree do we have responsibilities towards faculty and how do we help to understand the group as a living classroom?
    o How to get away from nuts and bolts?
    o Did we invite a faculty member?
  - What is SALP’s role in the SFC’s stewardship of University money?
    o What is the purpose of these events and how can we invite others (University partners) to participate? How to help make "them a PSU experience”
- **Mission: drafted by committee:**
  o *Our mission is to enrich and integrate students’ leadership and academic experiences in order to educate students to be ethical, socially just, and civically engaged leaders on campus and in their larger communities.*

**To Do:**
- Get out final version of Mission statement – Marie to help with wordsmith
- Working on what SALP does and getting that drafted
- Be intentional about ranking and using words strategically

**Values**

Incorporate the SALP Values here
- What do we do and what do we want to do? Develop themes and gleam values. Does it apply to students, SALP, or both?
  o Integrity – ethical, do what we say and say what we do, stewardship, accountability, etc.
    ▪ Could include “mindfulness”
    ▪ Also can include “trust”
  o “Student-centered” – focuses on the student experience and focuses on our own development to enhance the student experience. Protection of student experience and what we hold for them
    ▪ May not be understood and “student-centered” may be hard to define
    ▪ “Student-centered” seems to focus on the student group needs and what they want out of SALP
    ▪ Also include “intentionality” pulled from “mindfulness”
  o “Mindfulness/reflection” – being present in the moment with assuming best intentions, intentionality and being refreshed instead of focusing on past differences/meetings
    ▪ Add being open to feedback, open to assessments, checking assumptions against institutions assessment
    ▪ Can be hard to understand and really tie to the words that resonate with people
    ▪ Want to constantly improve on what they need – Continuous improvement
      ▪ Are we literally saying that we are helping students through our values and how to measure these values?
  o “Diversity/plurality” = pluralism, equity, empowerment, advocacy, creativity, marketplace of ideas
To do:
  o Wordsmith the verbiage to prettify the text
  o Be intentional again about rank/order in new draft or further teasing out
    • Possibly pull the mindfulness into other themes
  o Send out draft to stakeholders

SALP SWOT – Please see Appendix II

The Vision of SALP – 5 Years down the road and Key performance indicators
Grand vision of SALP – Draft!

SALP or Campus Activities and Leadership Development (CALD)

<table>
<thead>
<tr>
<th>Student Orgs</th>
<th>Leadership Center</th>
<th>Program Board &amp; Stud. Org</th>
</tr>
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<tbody>
<tr>
<td>(Assist. Dir &amp; Advisor)</td>
<td>(Assist. Dir &amp; GA/Interns)</td>
<td>(Coordinator)</td>
</tr>
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<td>*Advisors</td>
<td>*Steering Committee</td>
<td>*Campus wide</td>
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<td>*Orientation</td>
<td>*Library location</td>
<td>- Midnight</td>
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<td>Breakfast</td>
<td>*Faculty/staff</td>
<td>*Risk/liability</td>
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<tr>
<td>*Celebrations</td>
<td>- Community</td>
<td></td>
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<tr>
<td>*Recognition</td>
<td>- Trainings</td>
<td></td>
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<tr>
<td>*Greek Life</td>
<td>- Leadership Credit</td>
<td></td>
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<tr>
<td>*Community Standards</td>
<td></td>
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<tr>
<td>**ASPSU/SFC</td>
<td></td>
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<tr>
<td>- Professional development training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Risk/liability</td>
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</tbody>
</table>

*Students at large
- Emerging leader trainings/retreats
- Finding opportunities
- Feed from Student Org for students at large

*Student leaders
- Conference
- Classes
- Workshops
- Celebrating/gatherings
- Internship opportunities with co-curricular transcripts
- Professional development training

Support Staff-Admin
*Accountants
*Front desk staff
*Assessment
*Director
*Office manager
*Student staff

Other items:
SLS
SIS
*ASPSU/SFC

Indicators of this plan? Draft of ideas
- Quality and quantity of events, skills, mission and values
- GPAs
- Graduation rates
- Internships
- Minimum standards of hiring, elections, stipends, etc.

To Do:
- Key Performance Indicators
  o Creating 10-ish indicators to develop
  o Tana, Aimee, and Erica
Next meeting:
Review of re-draft of Mission
Review of re-draft of Values
Key performance indicators review of 1st draft
Goals to develop from above topics
Meeting agenda
- Revised Values
- Revised Mission
  - SALP Down the Road – 5 Years from now and Key performance indicators

Values
Add "responsible stewards" to the definition of integrity
Add "and to navigate PSU policies" to education and growth
Concern that there is no reflection of these values – add examples: what does this look like?

Mission
Like the active language
Revision to include education and academics since these are key growth areas for leaders

SALP Down the Road – Please See Appendix III
Insert accounting in 2010-2011, include moving space with Smith Advisory Board, build in time for a PSU/SALP Leadership Model (having the Student Leadership Center Coordinator communicating about next steps/projects).

Items pulled from SALP assessment, student affairs literature, SA Division

Encouraging student leaders (outside of SALP groups) to run for student government – to show we are serving students-at-large; Quality and individual size of any student group is more important than total quantity of student groups; What are opportunities for SALP to help student leaders to progress (i.e. Internships); How does SALP help students integrate co-curricular transcripts; Use OrgSync to show evidence of the value of the system; Is there a way to track students who are getting involved in student leadership besides just group membership? We are in the business of helping students to organize; Tracking community standards like budget tracking, turnover of leadership; Pull diversity of student leader engagement throughout;

Diversify success beyond academics; Community relationships; professional development – maybe resumes & three references; Build in alumni relations – graduates who remain in contact with SALP; PDX community relations – how many students are in the community with community service hours, interns, employees;

Self authorship – are students moving in a way that defines their life by what they are doing; expanding to faculty – they know we exist; big-picture of leadership on campus and on the steering committee; number of inquiries of people coming into the SALP office for information
Strategic Planning Committee
Meeting Notes
Wednesday, August 19, 2009

Introduction of Attendees
Jackie Balzer, SA Vice Provost
Marie Schramke, SALP Advisor
Aimee Shattuck, SALP Director
Shannon Timm, SALP Advisor
Suzanne Flores, SALP Advisor
Cody Bakken, Student at Large
Christian Messerschmitt, SFC member
Caryll Day, SALP Training Coordinator
Schyler Assman, SALP GA

Presented the Strategic Plan Report

Discussed Strengths
- Broadens the scope of SALP to be able to serve leaders beyond student organizations.
- Clarifies the purpose of SALP and how we would incorporate programming board
- Recognizes the importance of academic excellence for student leaders
- Gives a plan and direction for new and current staff and students
- Manageable plan and only tries to plan for next 5 years
- Meets the needs of student leaders who brought up concerns in 2008-09
- Gives us something tangible to show student leaders

Discussed Weakness/Challenges
- Money, space, resources
- Growth of new programs is dependent on collaboration with other stakeholders
- Progress may be dependent on student leaders
- Need to get buy-in from administrators from across campus

Future Issues
As we discussed strengths and weakness, issues that will need to be addressed as we progress came up. It was recommended that we add a section on this in the report. Future issues include:
- Student organization advisor capacity and work-load. Do we cap growth or activities of student organizations? Increase staff? Limit types of organizations?
- Risk management and liability issues with student organizations
- Diversifying funding
- Would like to expand on our vision and add a sentence or two specific to SALP.
- Help with graphic design and marketing
- Collaboration with stakeholders on the programming board
- Space needs.

Finalizing plan and gathering feedback and buy-in
It was determined that through the end of Fall term we should actively seek feedback and communicate with students and staff across campus what the current plan is and how they can get involved with shaping it in the future (SALP Advisory Board). We will do this by:
- All final word-smithing and minor changes should be sent to Aimee by August 28, 2009.
- Presenting to Senate and asking for a resolution
- Presenting to SALP Advisory Board and asking for endorsement
- Presenting to SFC
- Making sure Michele is aware and on board with all plans
- Presenting to the Student Affairs Leadership Team and the Dean of Students team
- Sharing it with faculty partners
- Send out press release to the Vanguard

Talking Points on the SALP Strategic Plan
The committee brainstormed possible talking points when people ask about what the Strategic Plan is:
- Clarifies the mission, values, and plans for SALP
- Student Centered: focuses on the learning and growth of students
- Collaborative: all stakeholders were welcome to be a part of the development, students and staff worked together to create the plan

**How we will keep it a living document**
SALP will commit to keeping the Strategic Plan a living document by using the plan to guide discussions and decision making regarding program development and change. The Strategic Plan will be updated annually in Advisory Board and Staff Retreats and will be used to set annual goals and budgets.
Appendix II: SWOT

**Strengths**
- **Team**
  - Nimble and flexible
  - Have integrity
  - Open to questions
  - Effectively use resources – HR, time, funds
  - Assessment
  - Relationships with faculty partners and departments
- **Org Sync**
- **Acct**
  - Advocacy of students
  - Open to feedback
- **Process**
  - Deadlines
  - Paperwork

**Weakness**
- **Process**
  - Deadlines
  - Paperwork
  - Communication
- **History**
  - We are the dumping ground for projects (i.e. AAA and Speakers Board) – No clear purpose
- No initiatives apart from student wants*
  - More focused on nuts and bolts then developing a well rounded student leader
- **Funding process**
- **Relationship with SMSU**
- **Lack of tier system for student groups**
- **Finding “perfect” orientation to SALP and leadership development**
- **Ability to hold up academic standards and policies (i.e. pay)**

**Opportunities**
- Learning Outcomes, syllabus
- Org Sync
- Accounting team
- Process/procedures
- Build on orientation of SALP/leadership development
- Help students graduate
- Leadership Center and our role on the steering committee
- Programming board
- Recognizing services
- Academic excellence initiative

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*Communication*  
- Training, SOAR
- Risk Management
- Ability to form relationships with students across campus
  - i.e. student press
- Learning outcomes
- Hiring process
  - Fabulous student employees
- Perceptions by students
- Aimee
- Relationships with individuals in other departments (i.e. Smith and BAO)
- Ah-ha no reference to leadership development

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*Not enough time/resources/flexibility to deal with need another staff member tough issues/years (measured growth)*

*Lack of sound feedback loop*
- Angst
- Communication of progress isn’t well articulated between student feedback to the progress of SALP
  - Culture, miscommunication and misunderstanding*

*Campus (faculty, division, etc.) doesn’t understand the nature of SALP and what we do as a department*

*Campus and students not understanding the expertise of the staff*

*Legitimacy*
  - Stipends

*As admin staff strengthened, more time on leadership development and developing relationships*

*Building relationships with faculty partners*

*Marketing*

*Align more with academic side*

*Highlighting professional talents in the organizations*

*Community Standards process*
  - Community-based learning

*More development of SOAR (probation, suspension, etc.)*

*Legitimacy*
Potential use of student senate/ASPSU as think tank
- Importance of consistently communicating institutionalized things to ASPSU

SALP is not the only department that ASPSU needs to focus on
- Advisory Board – highly functioning

**Threats**
- Space and location of SALP office
  - May change every other year
- Funding
  - Inconsistent funding threats
- Voice for other department’s policies – taking the fall when departments don’t follow own guidelines
  - Stipends
  - Growing pains
- Complexity of policy and process always increasing*
  - Talking about their activities and what SALP will allow and not allow for group activities
  - Growing pains
- Consistent buy-in from staff (i.e. online trainings)
- Rapidly developing complexity of wants
- Dean and VP not always on the same page
- Faculty and community partners seeing groups as “their” money
- New Dean, new agenda?
- SOC – no clear separation between SOC and SALP
- International travel
  - High-risk and high administrative work load
- Getting into crisis management rather than strategy
Appendix III: Five Year Model

*Please see Appendix I: Meeting Notes for July 22, 2009 for feedback

To enrich and integrate student's leadership and academic experiences in order to educate students to be ethical, socially just, civically engaged leaders on campus and in their larger communities.

- Administrative
  - Responsible for central support of department including administrative support, assessment, and coordination.
  - Director, Office Coordinator, Accountants, Student Staff, Interns

- Student Leadership Center
  - Responsible for programing and services for student leaders at large. Support for staff and faculty Leadership Steering Committee.
  - Coordinator, GA, Interns

- Student Service Organizations
  - Responsible for providing supervision, specialized training, and orientation to the student service organizations, PSU Programming Board, and Speakers Board
  - Coordinator, GA, Interns

- Student Organizations, Greeks, and Student Government
  - Responsible for advising, specialized training, orientation, and programming for student leaders in student organizations.
  - Assistant Director, Advisors, GA, Interns

- Student Service Organizations

- Student Leadership Center

- Administrative
*Please see Appendix I: Meeting Notes for July 22, 2009 for feedback

**2009-10**
- 2008-09 staffing model
- Take on responsibilities of Leadership Steering Committee, all-student leader programming
- Programming board functions as collaborative committee of funding and staff time.
- Clarification of student service organization recognition and greek affiliation.
- Explore office space needs for future.
- Explore diversified funding streams.

**2010-11**
- Add Coordinator of Leadership Center position
- Intern positions in student organizations and administration
- Clarified hiring process for Programming Board
- Some direct SFC funding for Programming Board
- Leadership Credit facilitation.
- Explore space needs for future.

**2011-12**
- Add Coordinator of Services position
- Intern and GA positions in Leadership Center
- Increased funding for Programming Board

**2012-13**
- Intern and GA positions in Student Service Organization support.
- Explore need for expanded accounting support.
- Increased funding for Programming Board

**2013-14**
- Fully staffed and funded.
Appendix IV: Key Performance Indictors

**Engagement:**
- Number of students voting in student elections
- Diversity of student leader and engagement backgrounds of students running for student government
- Students reporting that they are familiar with opportunities available
- Number of students in positions
- Number of students who are members of groups

**Student success:**
- Average GPA’s, compared each quarter, compared by type of position or group
- Graduation rates

**Leadership:**
- Rubric (pre/post) based on learning outcomes
- Self-reflection of student leaders on learning outcomes in portfolios

**Program:**
- Satisfaction of services, trainings, events
- Numbers who attend trainings, and events
- Students evaluations of trainings based on training objectives
- CAS benchmarking
## Appendix V: Student Activities and Leadership Programs
### Organizational Table
#### As of July 2009

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Reports to:</th>
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</thead>
<tbody>
<tr>
<td>Director</td>
<td>Aimee Shattuck</td>
<td>Dean of Students</td>
</tr>
<tr>
<td>Assistant Director</td>
<td>Domanic Thomas</td>
<td>Director</td>
</tr>
<tr>
<td>Advisor</td>
<td>Shannon Timm, Tana Atchley, Suzanne Flores, Marie Shramke</td>
<td>Director</td>
</tr>
<tr>
<td>Graduate Assistant</td>
<td>Schyler Assman</td>
<td>Assistant Director</td>
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<td>Office Coordinator</td>
<td>Lorrie McCullough</td>
<td>Director</td>
</tr>
<tr>
<td>Student Coordinators</td>
<td>Caryll Day (trainings), Christian Aniciete (events)</td>
<td>Assistant Director</td>
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<tr>
<td>Senior Accountant</td>
<td>Alex Yucker</td>
<td>Director</td>
</tr>
<tr>
<td>Assistant Accountant</td>
<td>David Woodsum</td>
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<td>Student Assistant Accountant</td>
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<td>Student Webmistress</td>
<td>Sudin Maharajan</td>
<td>Director</td>
</tr>
<tr>
<td>Front Desk Staff</td>
<td>Paulina Almaraz, Sue Ling Ong, Will Kazer, Stephanie Houser</td>
<td>Office Coordinator</td>
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